

## WHAT YOU DIDN'T LEARN IN COLLEGE: *How to eliminate distracting behavior and get back to instruction*

*Tools and Techniques for  
Highly Effective Classroom Management*

Learn how to:

- Apply proven techniques for classroom management
- Create inertia in the classroom and prevent off-task behaviors
- Develop student behaviors that support continued engagement in the curriculum



### Three Types of Students

- A \_\_\_\_\_
- S \_\_\_\_\_
- N \_\_\_\_\_

### Teaching... It's Rough!

- Teachers have the most difficult job in America
  - One of the \_\_\_\_\_ hardest jobs to fill in \_\_\_\_\_ (Forbes)
- Teachers make approximately \_\_\_\_\_ decisions every day—more than a surgeon!

### Philosophical Assumptions

- "Kids don't care \_\_\_\_\_  
until they know \_\_\_\_\_."  
—Dr. Madeline Hunter
- What's your teaching style?
  - Authoritarian \_\_\_\_\_
  - Permissive \_\_\_\_\_
  - Authoritative \_\_\_\_\_
- Punishment \_\_\_\_\_!

## Self-Control

- Use the SMARTR approach

S \_\_\_\_\_ M \_\_\_\_\_ A \_\_\_\_\_  
and R \_\_\_\_\_ T \_\_\_\_\_ R \_\_\_\_\_

- Conflict is I \_\_\_\_\_
- Conflict is E \_\_\_\_\_



- Verbal Communication

\_\_\_\_\_  
\_\_\_\_\_

- Non-Verbal Communication

\_\_\_\_\_  
\_\_\_\_\_

- Avoiding Power Struggles

\_\_\_\_\_  
\_\_\_\_\_

- Conflict is I \_\_\_\_\_ and Conflict is E \_\_\_\_\_

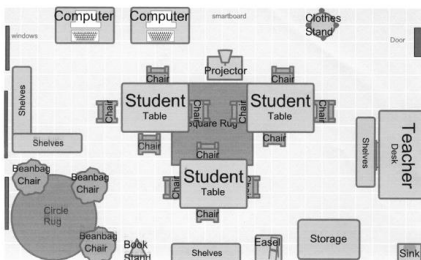
○ But \_\_\_\_\_

- Diffusers... Powerful responses to help you keep your cool!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Classroom Ecology

If it's not fixed, break it!



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Unconditional Positive Regard (UPR)

- If kids know you value them as human beings, they will return that value with positive behavior
  - A human *doing* \_\_\_\_\_
  - A human *being* \_\_\_\_\_
- Rules w/o Relationships = \_\_\_\_\_

### ***Contingent Interactions***

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### ***Non-Contingent Interactions***

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## Teach To's®

- T \_\_\_\_\_
- L \_\_\_\_\_
- C \_\_\_\_\_

- Direct Instruction Model

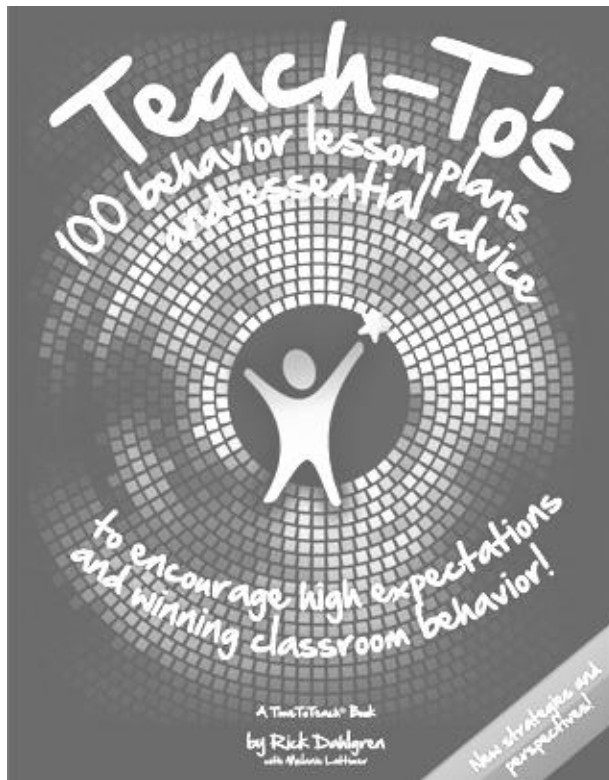
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**Listening- Elementary**

**GOAL**  
Students will be able to listen attentively when someone is speaking or the teacher is teaching.

**RATIONALE**  
Listening attentively will help students hear information, respect others' rights to hear information, and to practice politeness as a necessary social skill.

**PROCEDURE**

**1 Model** Teacher demonstrates full range of behaviors below ("I do")  
Positive, negative and almost-but-not quite

**2 lead** Teacher and students practice positive behaviors ("We do")  
Teacher demonstrates full range, students practice positive behaviors only

**2 Test** Students demonstrate positive behaviors ("You do")  
Students practice positive behaviors only

*(Practice makes permanent, not perfect! Never allow students to practice misbehavior.)*

**Checklist**

☒ **Student Voice:** Students will help choose this as an important classroom to teach-to

☒ **Student Input:** Students will provide (but not practice) examples of all behaviors

☒ **Teacher Role:** Teacher will model positive, negative, and almost-but-not quite behaviors

☒ **Student Role:** Students will only model positive examples

☒ **Assessment:** Teacher will reteach or revisit as necessary (e.g., after breaks, weekends, etc.)

**Teaching-to Range of Behaviors**

Positive	Negative	Almost-But-Not-Quite
1. Eyes on speaker	1. Eyes away	1. Eyes darting or moving back and forth
2. Voice is off	2. Shouting out, having conversation with others, making loud noises	2. Whispering to others, making quiet noises
3. Hands and feet still	3. Playing with objects, Tapping or pounding, kicking	3. Wiggling feet
4. Sitting up straight	4. Head down on desk, Turned around, Lying down	4. Leaning head on hand, Resting chin on desk
5. Raise hand to speak or ask question	5. Interrupting, Shouting out	5. Raise hand with quiet nose or word said

**Lesson Inspired Tips**

(What might you try next time you "teach to" this behavior? Did you include different positive, negative, or almost-but-not-quiet examples? If you want to include these ideas next time, be sure to write them down here.)

## Refocus

- Turning a disruptive moment into a learning moment
- Classroom Integrity Questions

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### Refocus Form/Questions

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### Elements Underlying REFOCUSing

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## Absolutes? Absolutely!

- Absolutes are \_\_\_\_\_
- Absolutes are set for a building by...EVERYONE!

## Results

**15 pts**



### 15 point gain in math and science standardized test scores!

"I have seen a 15-point gain in math and science scores on the state standardized test, which helped our school meet its AYP/API, and I have not sent a single student to the office all year. Time To Teach – Classroom Management Training has helped me successfully teach second language learners, children with ADD, ADHD, Tourettes, learning disabilities, disenfranchised youth, and impoverished students."

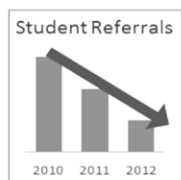
- James Turner, Middle School Teacher, Lompoc, California

### Beck Academy reduces discipline referrals campus-wide by 82%

"Time To Teach – Classroom Management Training provides a discipline system that sets predetermined boundaries with a positive approach. Students are accountable for their actions. It is built on a mutual respect for the teacher and student that ensures that teachers can teach and students can learn. It creates a positive classroom environment."

- Dr. Brodie Bricker, Principal – Beck Academy

**82%**



### 30% Decrease EVERY Year

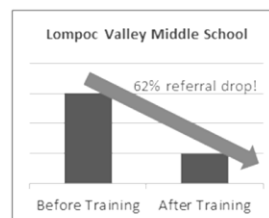
"The number of student referrals in our middle school has dropped 30% on average, every year over the past three years. It is because of Time to Teach that I can say with pride, "Every day, I teach!"

-Keith Johnson, Teacher/Technology Director, Reading Community Schools, Michigan

### Referrals Reduced by 62%!

"At Lompoc Valley Middle School, the referral numbers for class disruption were reduced by 62% using Time to Teach strategies, and Lompoc High School's referral numbers were lower than those of the rival high school for the first time ever."

-Carrie Chase, Counselor, Lahainaluna High School, Hawaii



## Thank you!

Now booking on-site trainings through July 2016.  
For a free quote, please visit <http://zafftconsulting.com/>  
or email at [cherisazafft@timetoteach.com](mailto:cherisazafft@timetoteach.com).